



Senate

General Assembly

File No. 437

February Session, 2016

Substitute Senate Bill No. 317

Senate, April 4, 2016

The Committee on Education reported through SEN. SLOSSBERG of the 14th Dist., Chairperson of the Committee on the part of the Senate, that the substitute bill ought to pass.

AN ACT CONCERNING DYSLEXIA.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

1 Section 1. Subsection (i) of section 10-145d of the 2016 supplement to
2 the general statutes is repealed and the following is substituted in lieu
3 thereof (*Effective July 1, 2016*):

4 (i) On and after [September 1, 2013] July 1, 2016, any (1) certified
5 employee applying for a remedial reading, remedial language arts or
6 reading consultant endorsement, or (2) applicant for an initial,
7 provisional or professional educator certificate and a remedial reading,
8 remedial language arts or reading consultant endorsement shall (A)
9 achieve a satisfactory score on the reading instruction examination
10 approved by the State Board of Education on April 1, 2009, or a
11 comparable reading instruction examination with minimum standards
12 that are equivalent to the examination approved by the State Board of
13 Education on April 1, 2009, and (B) have completed a course in the
14 diagnosis and remediation of reading and language arts that includes
15 supervised practicum hours and instruction in the detection and

- 16 recognition of, and evidence-based structured literacy interventions
17 for, students with dyslexia, as defined in section 10-3d.

This act shall take effect as follows and shall amend the following sections:		
Section 1	July 1, 2016	10-145d(i)

ED *Joint Favorable Subst.*

The following Fiscal Impact Statement and Bill Analysis are prepared for the benefit of the members of the General Assembly, solely for purposes of information, summarization and explanation and do not represent the intent of the General Assembly or either chamber thereof for any purpose. In general, fiscal impacts are based upon a variety of informational sources, including the analyst's professional knowledge. Whenever applicable, agency data is consulted as part of the analysis, however final products do not necessarily reflect an assessment from any specific department.

OFA Fiscal Note

State Impact: None

Municipal Impact: None

Explanation

The bill results in no fiscal impact as the dyslexia course requirements are placed on private individuals.

The Out Years

State Impact: None

Municipal Impact: None

OLR Bill Analysis**sSB 317*****AN ACT CONCERNING DYSLEXIA.*****SUMMARY:**

This bill establishes additional requirements for applicants seeking a teacher certification endorsement as a remedial reading, remedial language arts, or reading consultant by requiring that, beginning July 1, 2016, they must complete a reading and language diagnosis and remediation course that includes supervised practicum hours and instruction in the detection of, and evidence-based structured literacy interventions for, students with dyslexia. This requirement applies to initial applicants for any of the three levels of teacher certification (initial, provisional, or professional) as well as certified teachers seeking the endorsement.

The diagnosis and remediation course is in addition to the existing requirement that applicants achieve a satisfactory score on the State Board of Education (SBE)-approved reading instruction exam or a comparable reading instruction exam with minimum standards equivalent to the SBE-approved exam.

Under the bill, dyslexia has the same meaning as found in the State Department of Education's guidance manual for individualized education programs (IEP) under special education law (*IEP Manual and Forms*, revised January 2015). The manual defines dyslexia as a type of specific learning disability that affects reading, specifically spelling, decoding words, and fluent word recognition. It specifies that dyslexia (1) is neurobiological and is often inconsistent with a student's other abilities and (2) results from a significant deficit in phonological processing (i.e., difficulty in the ability to manipulate individual sounds of spoken language).

EFFECTIVE DATE: July 1, 2016

COMMITTEE ACTION

Education Committee

Joint Favorable Substitute

Yea 32 Nay 0 (03/16/2016)